

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: TRENTON PUBLIC SCHOOLS	School: Parker Elementary School
Chief School Administrator: FRANCISCO DURAN	Address: 820 South Warren Street
Chief School Administrator's E-mail:	Grade Levels:K-5
Title I Contact:	Principal: Jeannette Harris
Title I Contact E-mail:	Principal's E-mail: jharris@trenton.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number: 609-656-4883

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 4,142,195, which comprised 98.5% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 3,751,762, which will comprise 98.1% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Teresa DeSanctis	ESL Teacher		X	X	
Andrea Harris	Intervention Teacher		X	X	
Gayle McClure	Literacy Leader		X	X	
Miriam Maldonado	Guidance Counselor		X	X	
Laura Martin	Vice Principal		X	X	
Kathryn Flowers	4 th Grade Teacher		X	X	
Patricia Planter	Parent Liasion				

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
	Parker Elementary	Comprehensive Needs Assessment	X			
	Parker Elementary	Schoolwide Plan Development	X			
	Parker Elementary	Program Evaluation	X			

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The staff at Clara Parker Elementary School will provide a safe and positive learning environment where all children will develop a strong self- concept, a thirst for learning and will grow to realize their full potential.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes.

During the 2014-2015 school year, Parker Elementary School implemented the following Programs:

- Balanced Literacy (Readers and Writers Workshop)
- The American Reading Company's Framework for Reading
- Common Core LAL and Math Standards
- Reading Intervention Program
- Academic Support afterschool program
- Student Motivation and recognition program (student of the month and golden tickets)

2. What were the strengths of the implementation process?

- Instructional practices were researched based
- Student progress was monitored weekly
- Daily monitoring of instructional practices
- Teachers received job embedded training
- Improved student achievement (Reading and Writing)

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

3. What implementation challenges and barriers did the school encounter?

- Financial (budget was general budget was frozen the 2nd month of school).
- Over assessment of students.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Strengths

- Data driven instructional decisions
- Deeper Understanding of root cause analysis
- Continued school wide focus on literacy
- Weekly Coaching/Job embedded training
- Increase student reading achievement per the DRA and weekly assessments
- Increased Grade Level collaboration
- Increased Student Self Academic Awareness
- Increased Student Motivation

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Weakness

- Additional professional develop needed for teaching staff.
- School was not fully staffed. 3 teachers out on medical leave for 3/4 or more of the school year (Kindergarten, 1st grade and 3rd grade).
- Student Absenteeism, Staff Absenteeism and Student Behavior.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? The teachers were provided with on-going training. Parent literacy meetings were held once a month to explain and review the school programs and student expectations.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? The results from the staff survey indicated that they thought the students were over assessed. They felt that the assessment schedule hindered their ability to dive deeper into the content. The staff also felt that in many instances they were rushing the students through the content.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Still in the process of collecting parent survey's

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
 - One to one

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

- Small group instruction
- Whole group instruction

9. How did the school structure the interventions?

- Interventions(academic and behavioral) were provided to the students based on data obtained from the classroom teacher, parents and I&RS.

10. How frequently did students receive instructional interventions? The students received daily interventions.

11. What technologies did the school use to support the program?

- Interactive overhead projectors
- Desktops
- I-PADS
- Laptops

12. Did the technology contribute to the success of the program and, if so, how?

- Although there was a significant increase in the use of technology, not enough data was collected in this area.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	22	Data Unavailable	In and Out of Class Support Implementation of Orton Gillingham Strategies Implementation of Student /Parent reading intervention program Academic Support After School Program ESL Support	
Grade 5	35	Data Unavailable	In and Out of Class Support Implementation of Orton Gillingham Strategies Implementation of Student /Parent reading intervention program Academic Support After School Program ESL Support	
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

	2014			proficiency (Be specific for each intervention).
Grade 4	15	Data Unavailable	Academic Support After School Program ESL Support	
Grade 5	17	Data Unavailable	Academic Support After School Program ESL Support	
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	23	25	In and Out of Class Support Implementation of Orton Gillingham Strategies	During the 2014-2015 school year there was high 2 of the 5 kindergarten teachers were substitutes. The absences of a certified classroom teacher had an adverse impact on classroom instruction.
Grade 1	25	19	In and Out of Class Support Implementation of Orton Gillingham Strategies Implementation of Student /Parent reading intervention program	During the 2014-2015 School year, there was a significant emphasis placed on improving reading fluency and comprehension. The instruction was aligned to the common core and individualized to meet the reading needs of the students. In addition, all students in grades 1-5 who were not reading on grade

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

				level received a different level of intervention. Students not reading on grade level were part of a parent and student intervention program.
Grade 2	27	20	In and Out of Class Support Implementation of Orton Gillingham Strategies Implementation of Student /Parent reading intervention program	During the 2014-2015 School year, there was a significant emphasis placed on improving reading fluency and comprehension. The instruction was aligned to the common core and individualized to meet the reading needs of the students. In addition, all students in grades 1-5 who were not reading on grade level received a different level of intervention. Students not reading on grade level were part of a parent and student intervention program.
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A		
Grade 1	N/A	N/A		
Grade 2	N/A	N/A		
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	In and Out of Class Support Implementation of Orton Gillingham Strategies Implementation of Student /Parent reading intervention program ESL Support Academic Support After School Program	Yes	DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC??
Math	Students with Disabilities	In and Out of Class Support Academic Support After School Program	Yes	Weekly Assessments District Benchmark Walk Through DATA	Per the My Math Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	Homeless	In and Out of Class Support Implementation of	Yes	DRA Scores Weekly Assessments	Per the data from the DRA, 75% Of students made 1 years reading growth.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Orton Gillingham Strategies Resource Implementation of Student /Parent reading intervention program ESL Support Academic Support After School Program		District Benchmarks ACCESS Assessment Walk Through DATA	PARCC??
Math	Homeless	In and Out of Class Support Academic Support After School Program	Yes	Weekly Assessments District Benchmarks Walk Through DATA	Per the My Math Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	Migrant	In and Out of Class Support Implementation of Orton Gillingham Strategies Resource Implementation of Student /Parent reading intervention	Yes	DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC??

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		program ESL Support			
Math	Migrant	In and Out of Class Support Academic Support After School Program	Yes	Weekly Assessments District Benchmarks Walk Through DATA	Per the My Math Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	ELLs	In and Out of Class Support Implementation of Orton Gillingham Strategies Resource Implementation of Student /Parent reading intervention program ESL Support	Yes	DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC??
Math	ELLs	In and Out of Class Support Academic Support After School Program	Yes	Weekly Assessments District Benchmarks Walk Through DATA	Per the My Math Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	Economically Disadvantaged	In and Out of Class Support Implementation of	Yes	DRA Scores Weekly Assessments District Benchmarks	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC??

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Orton Gillingham Strategies Resource Implementation of Student /Parent reading intervention program ESL Support Academic Support After School Program		ACCESS Assessment Walk Through DATA	
Math	Economically Disadvantaged	In and Out of Class Support Academic Support After School Program	Yes	Weekly Assessments District Benchmarks Walk Through DATA	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Afterschool Academic Support Program		DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC?
Math	Students with Disabilities	Afterschool Academic Support Program		DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	Homeless	Afterschool Academic Support Program		DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC?
Math	Homeless	Afterschool Academic Support Program		DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	Migrant	Afterschool Academic Support Program		DRA Scores Weekly Assessments	Per the data from the DRA, 75% Of students made 1 years reading growth.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				District Benchmarks ACCESS Assessment Walk Through DATA	PARCC?
Math	Migrant	Afterschool Academic Support Program		DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	ELLs	Afterschool Academic Support Program		DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC?
Math	ELLs	Afterschool Academic Support Program		DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	Economically Disadvantaged	Afterschool Academic Support Program		DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC?
Math	Economically	Afterschool Academic		DRA Scores	Per the Unit 4 benchmark test 75% Of

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged	Support Program		Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	students achieved a 60% or higher. PARCC??
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	During the 2014-2015 school year the teachers were provided with the following professional Development opportunities: Close Reading Instruction Text Dependent Questioning Guided Reading Instruction Grade level Standard Setting Root Cause Analysis DRA		DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC?
Math	Students with Disabilities	ENI Coaching on Mathematical Practices and Implementing Higher Level Questions		Weekly Assessments District Benchmarks Walk Through DATA	Per the My Math Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	Homeless	During the 2014-2015 school year the teachers were provided with the following professional		DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC?

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Development opportunities: Close Reading Instruction Text Dependent Questioning Guided Reading Instruction Grade level Standard Setting Root Cause Analysis DRA Administration		Walk Through DATA	
Math	Homeless	ENI Coaching on Mathematical Practices and Implementing Higher Level Questions		Weekly Assessments District Benchmarks Walk Through DATA	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	Migrant	Development opportunities: Close Reading Instruction Text Dependent Questioning Guided Reading Instruction Grade level Standard Setting Root Cause Analysis		DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC?

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		DRA Administration			
Math	Migrant	ENI Coaching on Mathematical Practices and Implementing Higher Level Questions		Weekly Assessments District Benchmarks Walk Through DATA	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	ELLs	Development opportunities: Close Reading Instruction Text Dependent Questioning Guided Reading Instruction Grade level Standard Setting Root Cause Analysis DRA Administration		DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC?
Math	ELLs	ENI Coaching on Mathematical Practices and Implementing Higher Level Questions		Weekly Assessments District Benchmarks Walk Through DATA	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	Economically Disadvantaged	Development opportunities: Close Reading Instruction Text Dependent		DRA Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC?

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Questioning Guided Reading Instruction Grade level Standard Setting Root Cause Analysis DRA Administration			
Math	Economically Disadvantaged	ENI Coaching on Mathematical Practices and Implementing Higher Level Questions		Weekly Assessments District Benchmarks Walk Through DATA	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA		Questioning Guided Reading Instruction Grade level Standard Setting Root Cause Analysis DRA Administration			
Math		ENI Coaching on Mathematical Practices and Implementing Higher Level Questions			Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Questioning Guided Reading Instruction Grade level Standard Setting Root Cause Analysis DRA Administration		Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC??
Math	Students with Disabilities			Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	Homeless	Questioning Guided Reading Instruction Grade level Standard Setting		Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC??

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Root Cause Analysis DRA Administration		Parent Teacher Conferences I&RS Meetings CST Meetings	
Math	Homeless			Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	Migrant	Questioning Guided Reading Instruction Grade level Standard Setting Root Cause Analysis DRA Administration		Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC??
Math	Migrant			Sign In Sheets from the following events: Monthly Literacy Meetings Math Night	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	
ELA	ELLs	Questioning Guided Reading Instruction Grade level Standard Setting Root Cause Analysis DRA Administration		Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC??
Math	ELLs			Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA	Economically Disadvantaged	Questioning Guided Reading		DRA Scores Weekly Assessments	Per the data from the DRA, 75% Of students made 1 years reading growth.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Instruction Grade level Standard Setting Root Cause Analysis DRA Administration		District Benchmarks ACCESS Assessment Walk Through DATA	PARCC??
Math	Economically Disadvantaged			Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
ELA		Questioning Guided Reading Instruction Grade level Standard Setting Root Cause Analysis DRA Administration		Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC??
Math				Sign In Sheets from the following events: Monthly Literacy Meetings	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	PARCC??

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Report Card Data DRA Scores District Benchmarks Weekly Common Assessments NJASK 2013-2014 Access	Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC?
Academic Achievement - Writing	Report Card Data DRA Scores District Benchmarks Weekly Common Assessments NJASK 2013-2014 Access	
Academic Achievement - Mathematics	Report Card Data District Benchmarks Weekly Common Assessments NJASK 2013-2014	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
Family and Community Engagement	Sign In Sheets Parent Surveys	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Professional Development	Walk Throughs Report Card Data DRA Scores District Benchmarks Weekly Common Assessments NJASK 2013-2014 Access	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC?? Per the data from the DRA, 75% Of students made 1 years reading growth.
Leadership		
School Climate and Culture	Parent , Staff , Student, Surveys	
School-Based Youth Services	N/A	
Students with Disabilities	Walk Throughs Report Card Data DRA Scores District Benchmarks Weekly Common Assessments NJASK 2013-2014 Access	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC?? Per the data from the DRA, 75% Of students made 1 years reading growth.
Homeless Students	Walk Throughs Report Card Data DRA Scores District Benchmarks Weekly Common Assessments	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. Per the data from the DRA, 75% Of students made 1 years reading growth. PARCC?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	NJASK 2013-2014 Access	
Migrant Students	Walk Throughs Report Card Data DRA Scores District Benchmarks Weekly Common Assessments NJASK 2013-2014 Access	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC??
English Language Learners	Walk Throughs Report Card Data DRA Scores District Benchmarks Weekly Common Assessments NJASK 2013-2014 Access	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC?? Per the data from the DRA, 75% Of students made 1 years reading growth.
Economically Disadvantaged	Walk Throughs Report Card Data DRA Scores District Benchmarks Weekly Common Assessments NJASK 2013-2014 Access	Per the Unit 4 benchmark test 75% Of students achieved a 60% or higher. PARCC?? Per the data from the DRA, 75% Of students made 1 years reading growth.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)

2015-2016 Comprehensive Needs Assessment Process* ***Narrative***

1. What process did the school use to conduct its Comprehensive Needs Assessment?

The SLC team performed an analysis of data from the district benchmarks, common assessments, DRA, ACCESS, and report card data. The data was used to identify needed teacher professional development and student interventions.

2. What process did the school use to collect and compile data for student subgroups?

Data was collected from the district benchmarks, common formative assessments, NJASK, DRA, ACCESS assessments and report cards . Then we disaggregated the information by subgroups.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Multiple sources of data were used to determine the strengths and weaknesses of the school.

4. What did the data analysis reveal regarding classroom instruction?

The data indicated that additional professional development and student intervention is needed in Language Arts Literacy. A specific emphasis should be placed on literary analysis and writing critical responses to literature.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Additional professional development is needed on teacher close reading strategies and asking text dependent questions/multifaceted questions.

6. How does the school identify educationally at-risk students in a timely manner?

Identifying at risk students is an ongoing process. However the primary identification of educationally at risk students takes place the end and start of the new school year. Multiple measures of data are used to determine the needs of the students.

7. How does the school provide effective interventions to educationally at-risk students?

The students are provided with support in class, out of class , afterschool and we provide parental support.

8. How does the school address the needs of migrant students?

N/A

9. How does the school address the needs of homeless students?

Homeless students are provided with the same academic supports as the other students. In addition, the school/district make sure that their social, emotion and transportation needs are addressed.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Grade level meetings are conducted weekly. During the grade level meetings, the team discusses the appropriate type of assessment to use. The data from the assessments are used to guide our instructional practices.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Prior to the opening of the 2014-2015 school year, the Kindergarten teachers hosted an open house for all incoming kindergarten students.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The Priority problems and root causes were based on the data received from the DRA, District Benchmarks, WalkThrough's and Weekly Common Assessment.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts Literacy Continues to be a significant problem for Parker Elementary School specifically in the area of reading.	Language Arts Literacy Continues to be a significant problem for Parker Elementary School specifically in the area of writing.
Describe the priority problem using at least two data sources	The Data From the Developmental Reading Assessment indicates that 37% of the students are reading below grade level (approximately 200 students).	The Data from the District Benchmarks indicated that the student struggle significantly with writing assessment and answering open ended questions.
Describe the root causes of the problem	An item analysis of the DRA indicated the following areas of weakness : Fluency(decoding) and Comprehension(Summarizing, Making Inferences)	An analysis of the Benchmark and PARCC like questions indicated following: Students do not have the basic skills need to write proficiently Students are not prepared to answer multifaceted text dependent questions Teachers need additional training on teaching reading (Writing across the curriculum and writing in the discipline.
Subgroups or populations addressed	Males Females African Americans Latino ESL Special Needs	Males Females African Americans Latino ESL Special Needs
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Close Reading Practices Guided Reading Response to Intervention	6 + 1 trait writing Close Writing Practices
How does the intervention align	The above mentioned interventions are scientifically	The above mentioned interventions are scientifically

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

with the Common Core State Standards?	researched based and address the demands of the common core. The noted interventions will ensure that the target population will receive the needed interventions to improve reading achievement.	researched based and address the demands of the common core. The noted interventions will ensure that the target population will receive the needed interventions to improve Writing achievement.
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	The data from the district benchmarks and	
Describe the priority problem using at least two data sources	The data from the district benchmarks and weekly common assessments indicted that improvement is need in numerical operations and problem solving.	
Describe the root causes of the problem	Careful analysis of the benchmark and weekly assessment indicated the following: The benchmarks, weekly assessment and state model curriculum are not aligned. Additional professional development is needed on implementation of number sense and mathematical practices.	
Subgroups or populations addressed	Males Females African Americans Latino ESL Special Needs	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?		

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	RTI Close Reading Guided Reading Scaffolded Writing Writing Across Disciplines	Administration Classroom Teachers Intervention teacher Resource Room Teacher CST	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth	
Math	Students with Disabilities		Administration Classroom Teachers Resource Room		
ELA	Homeless	RTI Close Reading Guided Reading Scaffolded Writing Writing Across Disciplines	Administration Classroom Teachers Intervention teacher Resource Room Teacher	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless		Administration Classroom Teachers Intervention teacher Resource Room Teacher		
ELA	Migrant	RTI Close Reading Guided Reading Scaffolded Writing Writing Across Disciplines	Administration Classroom Teachers Intervention teacher Resource Room Teacher	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	
Math	Migrant				
ELA	ELLs	RTI Close Reading Guided Reading Scaffolded Writing Writing Across Disciplines	Administration Classroom Teachers Intervention teacher Resource	10% increase in student achievement on measured by the PARCC. Average of one year's reading	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Room Teacher	growth.	
Math	ELLs				
ELA	Economically Disadvantaged	RTI Close Reading Guided Reading Scaffolded Writing Writing Across Disciplines	Administration Classroom Teachers Intervention teacher Resource Room Teacher	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	
Math	Economically Disadvantaged				
ELA		RTI Close Reading Guided Reading Scaffolded Writing Writing Across Disciplines	Administration Classroom Teachers Intervention teacher Resource Room Teacher	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Academic Support Program	Administration Classroom Teachers Intervention teacher Resource Room Teacher	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	
Math	Students with Disabilities	Academic Support Program			
ELA	Homeless	Academic Support Program	Administration Classroom Teachers Intervention teacher Resource Room Teacher	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	
Math	Homeless	Academic Support Program			
ELA	Migrant	Academic Support	Administration	10% increase in student	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Program	Classroom Teachers Intervention teacher Resource Room Teacher	achievement on measured by the PARCC. Average of one year's reading growth.	
Math	Migrant	Academic Support Program			
ELA	ELLs	Academic Support Program	Administration Classroom Teachers Intervention teacher Resource Room Teacher	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	
Math	ELLs	Academic Support Program			
ELA	Economically Disadvantaged	Academic Support Program	Administration Classroom Teachers Intervention teacher Resource	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Room Teacher		
Math	Economically Disadvantaged	Academic Support Program			
ELA			Administration Classroom Teachers Intervention teacher Resource Room Teacher	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	
Math					

**Use an asterisk to denote new programs.*

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with	Close Reading	Building	10% increase in student	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disabilities	Guided Reading 6+1 Trait Writing	Administrators Classroom Teachers Literacy Leader Intervention Teacher ESL Teacher	achievement on measured by the PARCC. Average of one year's reading growth.	
Math	Students with Disabilities		Building Administrators Classroom Teachers Literacy Leader Intervention Teacher ESL Teacher		
ELA	Homeless	Close Reading Guided Reading 6+1 Trait Writing	Building Administrators Classroom Teachers Literacy Leader Intervention Teacher ESL Teacher	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless				
ELA	Migrant	Close Reading Guided Reading 6+1 Trait Writing	Building Administrators Classroom Teachers Literacy Leader Intervention Teacher ESL Teacher	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	
Math	Migrant				
ELA	ELLs	Close Reading Guided Reading 6+1 Trait Writing	Building Administrators Classroom Teachers Literacy Leader Intervention Teacher ESL Teacher	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	
Math	ELLs				
ELA	Economically Disadvantaged	Close Reading Guided Reading 6+1 Trait Writing	Building Administrators Classroom	10% increase in student achievement on measured by the PARCC.	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Teachers Literacy Leader Intervention Teacher ESL Teacher	Average of one year's reading growth.	
Math	Economically Disadvantaged				
ELA			Building Administrators Classroom Teachers Literacy Leader Intervention Teacher ESL Teacher	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	
Math					

****Use an asterisk to denote new programs.***

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Monthly Parent workshops, PTO	Parent Liaison Administrators Teachers		
Math	Students with Disabilities	Monthly Parent workshops, PTO	Parent Liaison Administrators Teachers CST		
ELA	Homeless	Monthly Parent workshops, PTO	Parent Liaison Administrators Teachers		
Math	Homeless	Monthly Parent workshops, PTO	Parent Liaison Administrators Teachers		
ELA	Migrant	Monthly Parent workshops, PTO	Parent Liaison Administrators Teachers		

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Migrant	Monthly Parent workshops, PTO	Parent Liaison Administrators Teachers		
ELA	ELLs	Monthly Parent workshops, PTO	Parent Liaison Administrators Teachers		
Math	ELLs	Monthly Parent workshops, PTO	Parent Liaison Administrators Teachers		
ELA	Economically Disadvantaged	Monthly Parent workshops, PTO	Parent Liaison Administrators Teachers		
Math	Economically Disadvantaged	Monthly Parent workshops, PTO	Parent Liaison Administrators Teachers		
ELA					
Math					

**Use an asterisk to denote new programs.*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? Research indicates that parent involvement improves student achievement. Parker Elementary school will continue to engage parents with monthly workshops (mathematics, language arts literacy).
2. How will the school engage parents in the development of the written parent involvement policy? This is an area that requires improvement. The school will actively solicit the participation of parents.
3. How will the school distribute its written parent involvement policy?

Parents will be given the parental involvement policy at back to school night. The principal will provide an overview of the document. In addition, copies of the parental involvement policy will be mailed home.
4. How will the school engage parents in the development of the school-parent compact?

The school will solicit parent input through the use of questionnaires and focus groups.
5. How will the school ensure that parents receive and review the school-parent compact?

The Principal or a designee will review the compact and provide a brief overview.
6. How will the school report its student achievement data to families and the community?

Parents will receive a detail report of their child's academic progress at least 4 times a year and on an as need basis.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

The parents will receive a letter during the first quarter of the school year.

8. How will the school inform families and the community of the school's disaggregated assessment results?

The parents will receive a letter during the first quarter of the school year.

9. How will the school involve families and the community in the development of the Title I School wide Plan?

Members of the PTO will participate in the data review, needs assessment and in the selection of appropriate strategies to address the areas in need of improvement.

10. How will the school inform families about the academic achievement of their child/children?

Parents receive interim reports and report cards. In addition, parents have online access to student grades and the teachers communicate with the parents on a regular basis.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

The parental involvement funds will be used to provide parents with workshops on how they can assist and support student achievement at home.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible